SHS

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DEPARTMENT OF EDUCATION

Disciplines and Ideas in the Social Sciences

Quarter 1 – Module 5: Concepts and Principles of the Major Social Sciences Theories:

Structural – Functionalism, Marxism, and Symbolic Interactionism

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Discipline and Ideas in the Social Sciences (DISS) – SHS Grade 11
Quarter 1 – Week 5
Module 5: The Basic Concepts and Principles of the Major Social Science Theories

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Introduction

Social science is a branch of science devoted to the study of societies and the relationships among individuals within those societies. Studying it can provide us with so many important answers and observations that may help improve the understanding of our lives, and thus help us to improve our interactions with each other. It provides insight into all types of social situations, such as social relationships, cultural differences, and so on.

As a Senior High School student, part of your responsibility is to increase your knowledge, widen your awareness, and deepen your understanding by studying how people put their societies together. We are looking at the impacts of their decisions on how their societies should be run.

In this module, you will learn about the concepts and principles of the major social science theories, specifically the Structural – functionalism, Marxism, and Symbolic Interactionism.

Objectives

MOST ESSENTIAL LEARNING COMPETENCY:

Analyze the basic concepts and principles of the major social sciences theories:

a. Structural – functionalism b. Marxism c. Symbolic Interactionism

At the end of the module, you should be able to:

1. Discuss the basic concepts and principles of the major social sciences theories;
   a. Structural – functionalism b. Marxism c. Symbolic Interactionism
2. Distinguish carefully importance of the basic concepts and principles of the following major social sciences theories by sharing personal experiences; and
   a. Structural – functionalism b. Marxism c. Symbolic Interactionism
3. Create a reflection paper about the major social sciences theories:
   a. Structural – functionalism b. Marxism c. Symbolic Interactionism

Since you already know our target for this module, are you ready to learn more? I hope that you will enjoy all the activities and reading materials that we have prepared for you. Good luck and happy learning to you.

Vocabulary List

Class – a group of people within society who have the same economic and social position
Dialectical – discovering what is true by considering opposite theories
Equilibrium – a state of balance
Evolutionary – involving a gradual process of change and development
Function – the natural purpose (of something) or the duty (of a person).
Functionalism – the principle that the most important thing about an object such as a building is its use rather than what it looks like.
Historical – connected with studying or representing things from the past
Interaction – an occasion when two or more people or things communicate with or react to each other
Latent – present but needing particular conditions to become active, obvious, or completely developed
Manifest – to show something clearly, through signs or actions
Marxism – a social, political, and economic theory that is based on the writings of Karl Marx
Materialism – the belief that having money and possessions is the most important thing in life
Philosophical – relating to the study or writing of philosophy
Structural – relating to the way in which parts of a system or object are arranged.
Symbolic – representing something else

Pre-Test

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DIRECTIONS. Choose the best answer to the following questions/statements below. Write the chosen letter on a separate sheet of paper.

1. Which of the following **BEST** describes ***structural-functionalism***?
   A. A perspective in sociology that sees society as a complex system whose parts work together to promote solidarity and stability.
   B. Tells that society is made up of groups or institutions, which are cohesive, share common norms, and have a definitive culture.

C. Explains that the way society is organized is the most natural and efficient way for it to be organized.
D. All of the above.

2. For groups to be cohesive in a social context, positive membership attitudes and behaviors have to be produced and maintained. It can be looked at on both an individual and group level at a group level is directly affected by the individual members. Which of the following concepts describes the bonds that bring people together in a society?
A. Social Inequality
B. Social Cohesion
C. Social Stability
D. Social Cohesive

3. According to functionalism, society is a system of interconnected parts that work together in harmony to maintain a state of balance and social equilibrium for the whole. Each of the social institutions contributes to important functions for society. Which of the following institution can offer a way to transmit a society's skills, knowledge, and culture to its youth?
A. Religion B. Economy C. Education D. Family

4. Robert Merton believes that 5 situations are facing an actor in Structural Functionalism. Which of the following statement is **FALSE**?
A. Conformity occurs when an individual has the means and desire to achieve the cultural goals socialized into them.
B. Innovation occurs when an individual strives to attain the accepted cultural goals but chooses to do so in a novel or unaccepted method.
C. Ritualism occurs when an individual continues to do things as prescribed by society but forfeits the achievement of the goals.
D. Rebellion is the rejection of both the means and the goals of society.

5. It is the amount of socially necessary labor-time needed to produce an article under the normal conditions of production and with the average degree of skill and intensity of the time.
A. Surplus value
B. Exchange value
C. Labor theory of value
D. Use value

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6. What would Marx argue that needs to happen to transform a society's culture?
A. the economic foundation would have to be changed
B. new technologies would need to be introduced
C. the mass media would need to be changed
D. the economic foundation would remain the same

7. Which one of the following is a reason why Marx cannot be rejected because of his ideological orientation?
A. Marxism is the only sociological theory that is ideologically biased.
B. Marx tried to hide his ideological orientations.

C. Marx argued that a violent overthrow of capitalism is the only way to end exploitation
D. Marx was essentially a humanist, not a bloodthirsty revolutionary

8. Which of the following is true about symbolic interactionism?
   A. It is a type of lens for looking at the world
   B. It is focused on language and symbols in day to day life
   C. It includes the belief that reality is socially constructed
   D. All of the answers are correct

9. According to symbolic interactionist, human beings differ from animals because _____.
   A. Humans show greater affection than animals
   B. A human being can take the role of the other
   C. Humans are only proactive and not reactive like animals
   D. All of the above

10. Because Mead discusses generalized other, which of the following statements is true?
   A. There is no "me" at birth, it is formed through continual symbolic interaction
   B. The "I" is more important than the "me" informing our sense of self
   C. The generalized other is really who we are, we just don't understand what Mead is saying
   D. Societal expectations have little impact on who we think we are.

LET'S CHECK THE RESULT

RATING	LEVEL
10-8	**EXCELLENT!** Congratulations! You can proceed to the next page and continue to learn the lesson.
7-5	**BETTER!** You can go back to those lessons that you've missed and continue
4-3	**VERY GOOD!** You can improve your knowledge and continue to learn the next lesson.
2-0	**NEEDS IMPROVEMENT!** This module will help you to learn better with the new lesson. You can do it. Let's open the next page.

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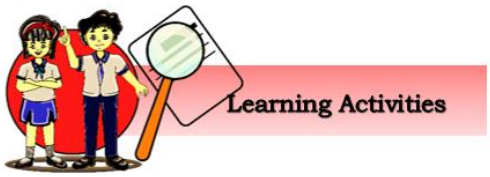
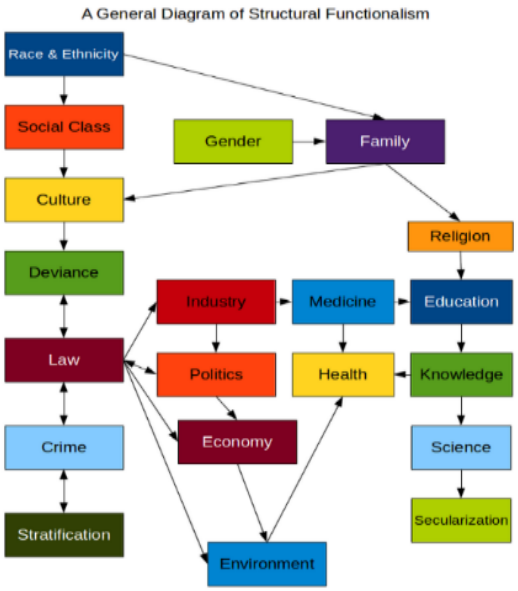


LET'S READ AND ANALYZE

DIRECTIONS: You will read and analyze the basic concepts and principles of the major social sciences theories: Structural – Functionalism, Marxism, and Symbolic Interactionism.

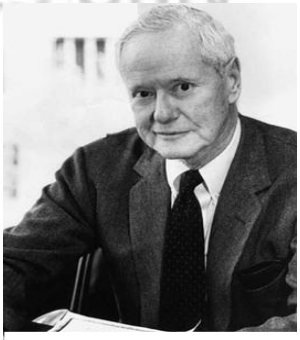
STRUCTURAL FUNCTIONALISM

Structural Functionalism is a framework for building theory that sees society as a complex system whose parts work together to promote solidarity and stability. Economy, religion, politics, education, and family are to be considered groups as a major institution. Individual and group behavior, more often than not, serves a FUNCTION for the larger society.



SOURCE: https://upload.wikimedia.org/wikipedia/commons/thumb/5/5d/General_Diagram_of_Structural-Functionalism.png/800px-General_Diagram_of_Structural-Functionalism.png

According to functionalism, society is a system of interconnected parts that work together in harmony to maintain a *state of balance and social equilibrium* for the whole. Functionalists' perspectives emphasize the *interconnectedness of society* by focusing on how each part influences and is influenced by other parts. Functionalists use the terms *functional and dysfunctional* to describe the effects of social elements on society. It is functional if they contribute to social stability and dysfunctional if they disrupt social stability. Some aspects of society can be both functional and dysfunctional. For example, crime is dysfunctional because it is associated with physical violence, loss of property, and fear.



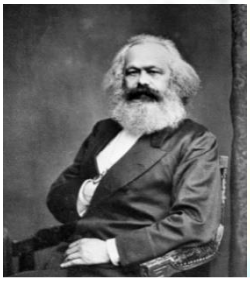
SOURCE: https://upload.wikimedia.org/wikipedia/en/0/08/Robert_K_Merton.jpg

Robert Merton identified two types of functions, the manifest function, and latent function. *Manifest functions* are consequences that are intended and commonly recognized. In contrast, *latent functions* are consequences that are unintended and often hidden. For example, the manifest function of education is to transmit knowledge and skills to society's youth. But public elementary schools also serve as

babysitters for employed parents, and colleges offer a place for young adults to meet potential mates. The babysitting and mate-selection functions are not the intended or commonly recognized functions of education; hence they are latent functions. According to him, 5 situations are facing an actor. **Conformity** occurs when an individual has the means and desire to achieve the cultural goals socialized into them. **Innovation** occurs when an individual strives to attain the accepted cultural goals but chooses to do so in a novel or unaccepted method. **Ritualism** occurs when an individual continues to do things as prescribed by society but forfeits the achievement of the goals. **Retreatism** is the rejection of both the means and the goals of society. **Rebellion** is a combination of the rejection of societal goals and means and a substitution of other goals and means.

Sources: https://en.wikipedia.org/wiki/Structural_functionalism
https://en.wikibooks.org/wiki/Sociological_Theory/Structural_Functionalism
https://courses.lumenlearning.com/alamo-sociology/chapter/functionalism/

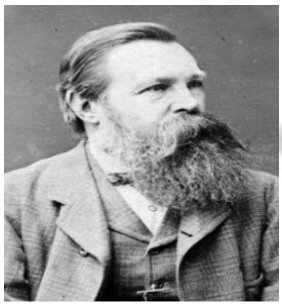
MARXISM



SOURCE: https://upload.wikimedia.org/wikipedia/commons/thumb/d/d4/Karl_Marx_001.jpg/220px-Karl_Marx_001.jpg

Marxism is a method of socioeconomic analysis that uses a materialist interpretation of historical development to understand class relations and social conflict, as well as a dialectical perspective to view social transformation.

Karl Marx (1818-1883) wrote the Communist Manifesto (1848) that shows the basic struggle between classes and recommends action against the 'specter' of capitalism Capital (1867). It shows how the capitalist system is exploitative in that it "transfers the fruit of the work of the majority...to a minority". The book contains theories about the nature of society and politics, that in their own words, "The history of all as yet existing society is the history of class struggles".



SOURCE: https://upload.wikimedia.org/wikipedia/commons/thumb/2/21/Friedrich_Engels_portrait_%28cropped%29.jpg/220px-Friedrich_Engels_portrait_%28cropped%29.jpg

Friedrich Engels (1820 – 1895) was a German social scientist, author, political theorist, philosopher, and father of Marxist theory, together with Karl Marx. He wrote Das Kapital. He organized Marx's notes on the "Theories of Surplus Value," which he later published as the "fourth volume" of Capital. He wrote the Origin of the Family, Private Property, and the State (1884), presents the evolution of humankind from primitive communism, to slavery, feudalism, capitalism, and finally, industrial communism.

Marx and Engels examined the conflict generated by the increasing wealth of the capitalists (Bourgeoisie) at the expense of the working class (Proletariat) who only sunk deeper into poverty. Violence and repression could reinforce legal power if

the peasantry resisted handing over the surplus. They viewed social change as an evolutionary process marked by a revolution in which new levels of social, political, and economic development were achieved through class struggle. A class is defined in terms of the relationship of people's labor to the means of production. Each mode of production produced characteristic class relationships involving a dominating and a subordinate class.

Historical materialism is a methodology used that focuses on human societies and their development through history, arguing that history is the result of material conditions rather than ideals. It is principally a theory of history that asserts that the material conditions of a society's mode of production, the union of a society's productive forces and relations of production, fundamentally determine society's organization and development. It is materialist as it does not believe that history has been driven by an individual's consciousness or ideas but rather subscribes to the philosophical monism that matter is the fundamental substance of nature and henceforth the driving force in all of world history.

Dialectical materialism is a philosophy of science and nature developed in Europe and based on the writings of Marx and Engels. Marxist dialectics emphasizes the importance of real-world conditions in terms of class, labor, and socioeconomic interactions. Marx supposed that these material conditions contained contradictions that seek resolution in new forms of social organization. Dialectical materialism accepts the evolution of the natural world and the emergence of new qualities of being at new stages of evolution. Change within a society is seen as the result of contradictions arising between the forces of production and the relations of production. Such contradictions are seen to emerge as a struggle between distinct social classes.

Sources: https://en.wikipedia.org/wiki/Marxism
https://en.wikipedia.org/wiki/Historical_materialism
https://en.wikipedia.org/wiki/Dialectical_materialism
https://en.wikipedia.org/wiki/Karl_Marx
https://en.wikipedia.org/wiki/Friedrich_Engels
https://www.investopedia.com/terms/m/marxism.asp
https://www.marxists.org/reference/subject/philosophy/help/marxism.htm

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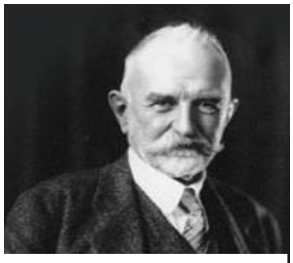
SYMBOLIC INTERACTIONISM

SOURCE: https://upload.wikimedia.org/wikipedia/commons/thumb/3/3f/Two_people_talking.tiff/lossless-page1-220px-Two_people_talking.tiff.

Symbolic interactionism is a sociological theory that develops from practical considerations and suggests to people's particular utilization of dialect to make images and normal implications, for deduction and correspondence with others. This perspective relies on the symbolic meaning that people develop and build upon in the process of social interaction. The interpretation process that occurs between interactions helps create and recreate meaning. It is the shared understanding and interpretations of meaning that affect the interaction between

individuals A theory analyzes society by addressing the subjective meanings that people impose on objects, events, and behaviors. Subjective meanings are given primacy because it is believed that people behave based on what they believe and not just on what is objectively true. It looks at individual and group meaning-making, focusing on human action instead of large-scale social structures.



SOURCE: https://upload.wikimedia.org/wikipedia/commons/0/01/George_Herbert_Mead.jpg

Symbolic interaction was conceived by George Herbert Mead. He is the one who argued that “people's selves are social products, but that these selves are also purposive and creative.” He argued that people's selves are social products, but these selves are also purposive and creative and believed that the true test of any theory is if it is "useful in solving complex social problems”. It is a social theory of the self or a looking glass self. It studies meaning and communication and they tend to use qualitative methods. It has been criticized for failing to take into account large-scale macro-social structures and forces. For example, studies find that teenagers are well informed about the risks of tobacco, but they also think that smoking is cool, they will be safe from harm, and smoking projects a positive image to their peers. So, the symbolic meaning of smoking overrides the facts regarding smoking and risk.

The Three Basic Premises by Herbert Blumer (1969) set out three basic premises of the perspective:

1. "Humans act toward things based on the meanings they ascribe to those things." includes everything that a human being may note in their world, including physical objects, actions, and concepts. Essentially, individuals behave towards objects and others based on the personal meanings that the individuals have already given these items.
2. "The meaning of such things is derived from, or arises out of, the social interaction that one has with others and the society." arises out of, the social interaction that one has with other humans.
3. "These meanings are handled in, and modified through, an interpretative process used by the person in dealing with the things he/she encounters." We naturally talk to ourselves to sort out the meaning of a difficult situation.

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Source: https://en.wikipedia.org/wiki/Symbolic_interactionism

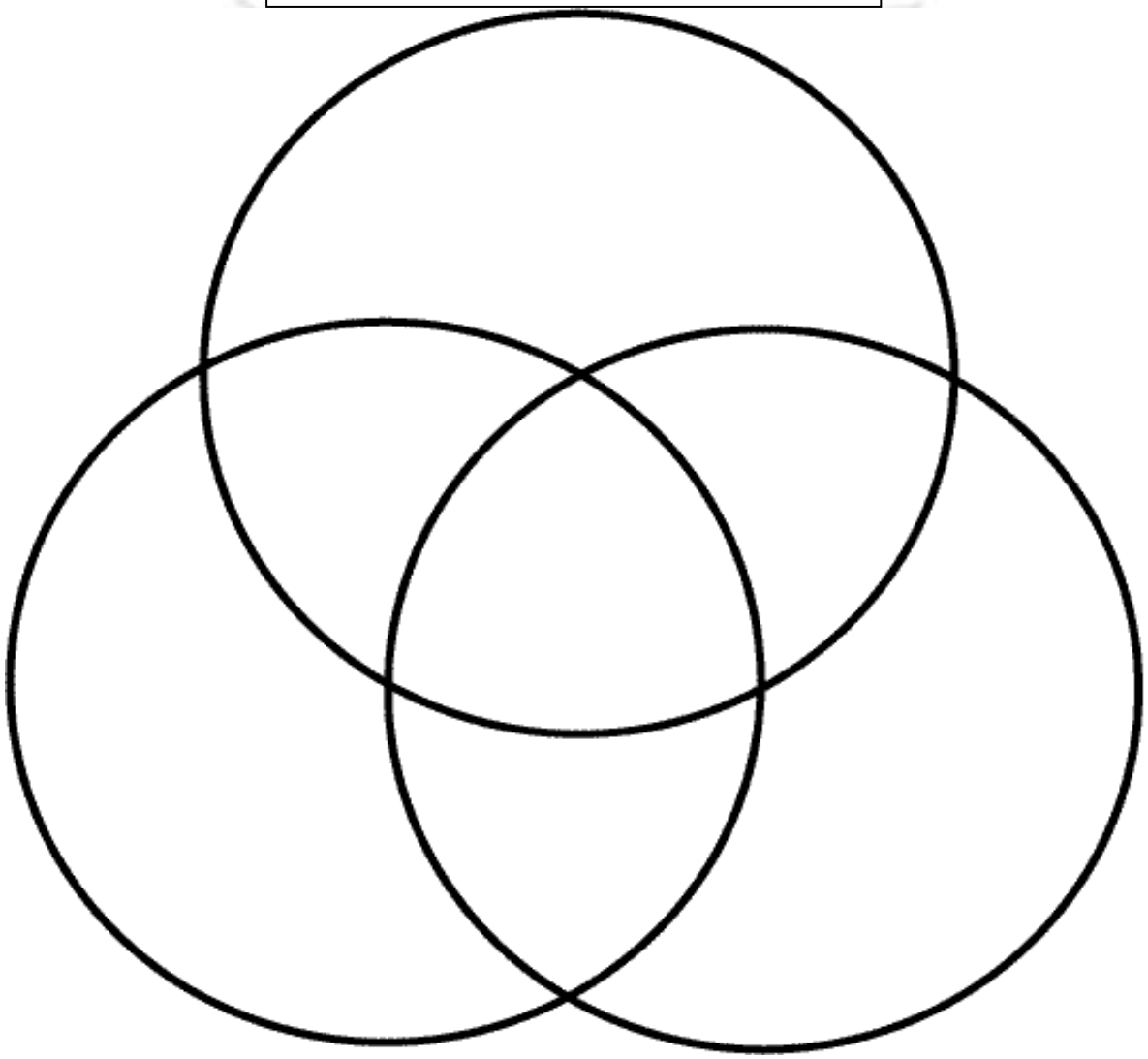
https://courses.lumenlearning.com/alamo-sociology/chapter/reading-symbolic-interactionist-theory

blob:https://www.youtube-nocookie.com/cb2b9593-d05b-4392-a81d-a07adb52c5a1

ACTIVITY: I WRITE IT!

DIRECTIONS: Your task is to write the basic concepts and principles of Structural – Functionalism, Marxism, and Symbolic Interactionism by writing your answer in the Venn Diagram. Based on your answer from the article that you have read earlier. Write your answers on a separate sheet of paper.

STRUCTURAL FUNCTIONALISM



MARXISM

SYMBOLIC INTERACTIONISM

ACTIVITY: I SHARE IT

DIRECTIONS: Your task is to carefully distinguish the importance of basic concepts and principles of the following major social sciences theories (Structural – Functionalism, Marxism, and Symbolic Interactionism) by sharing your personal experiences in the following institutions: Family, Church, School, Government, and Media. After this, answer the guide questions that follow. Write your answers on a separate sheet of paper.

INSTITUTION	PERSONAL EXPERIENCES
FAMILY	
CHURCH	
SCHOOL	
GOVERNMENT	
MEDIA	

Guide Questions:

1. How did structural-functionalism help you interpret some personal experiences?
2. Why is there a need to interpret personal experiences using structural-functionalism?
3. How important is structural functionalism in understanding the different institutions in society?
4. How can our personal and social experiences about social inequality help us understand others and our society as a whole?
5. What do you think are the reasons why social inequalities exist in society?
6. Why did you come up with that personal experience?
7. How do you consider these scenarios/everyday forms of interactions as the portrayal of symbolic interactionism?
8. What symbols triggered you in interpreting your personal experience?

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Practice Task 3

ACTIVITY: REFLECTIVE WRITING

DIRECTIONS: Your task is to write a reflection paper on of the three (3) major social sciences theories: **Structural – Functionalism** *(How important is structural functionalism in understanding the different institutions in society?*), **Marxism** (*How our society influence or affect an individual's principle*?) and **Symbolic Interactionism** (*Does symbolic interactionism affect our daily life? Why?*). Use your notebook to write your answers.

REFLECTIVE WRITING RUBRIC

	5	4	3	2	1
Depth of reflection	Demonstrate a conscious and thorough understanding of the subject matter. This reflection can be used as an example for other students	Demonstrate a thoughtful understanding of the subject matter.	Demonstrate a basic understanding of the subject matter.	Demonstrate a limited understanding of the subject matter. The reflection needs revision	Demonstrate a little or no understanding of the subject matter. The reflection needs revision
Use of textual evidence	Use specific and convincing examples from the text studied to support claims in your writing, making insightful and applicable connections between texts	Use relevant examples from the text studied to support claims in your writing, making applicable connections between texts	Use examples from the text to support most claims in your writing, with some connections made between texts	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts	No examples from the text are used and claims made in your writing are unsupported and irrelevant to the topic at hand
Language use	Use language that is precise and engaging with a notable sense of voice, awareness of audience and purpose and varied sentence structure	Use language that is fluent and original, with a sense of voice awareness of audience and purpose and the ability to vary sentence structure	Use of basic appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure	Use language that is vague or imprecise for the audience, with little sense of voice and limited awareness of how to vary sentence structure	Use language that is unsuitable for the audience, and purpose with little or no awareness of how to vary sentence structure
Conventions	Demonstrate control of the conventions with essentially no errors, even with sophisticated language	Demonstrate control of the conventions exhibiting occasional errors only when using sophisticated language	Demonstrate partial control of the conventions exhibiting occasional errors that do not hinder comprehension	Demonstrate limited control of the conventions exhibiting frequent errors that make comprehension difficult	Demonstrate little or no control of the conventions making comprehension almost impossible

SOURCE: - *https://image.slidesharecdn.com/reflectivewritingrubric-100527234034-phpapp01/95/reflective-writing-rubric-1-728.jpg?cb=1275003647*

Score	Numerical Rating	Adjectival Rating
20	100%	Excellent
18	96%	
17	92%	Very good
15	88%	
13	84%	Good
11	80%	
10	76%	Fair
9	72%	
7	68%	Needs Improvement
5	64%	
3	62%	
1	60%	

DIRECTIONS. Choose the best answer to the following questions/statements below. Write the chosen letter on a separate sheet of paper.

1. According to Functionalism, each of the social institutions contributes important functions for society. Which of the following institution can offer a way to transmit a society's skills, knowledge, and culture to its youth?
   A. Education B. Religion C. Family D. Economics

2. Which of the following does NOT describe ***structural-functionalism***?
   A. a perspective in sociology that sees society as a complex system whose parts work together to promote solidarity and stability.
   B. tells that society is made up of groups or institutions, which are cohesive, share common norms, and have a definitive culture.
   C. explains that the way society is organized is the most natural and efficient way for it to be organized.
   D. None of the above.

3. It is the amount of socially necessary labor-time needed to produce an article under the normal conditions of production and with the average degree of skill and intensity of the time.
   A. Use value C. Exchange value
   B. The labor theory of value D. Surplus value

4. For groups to be cohesive in a social context, positive membership attitudes and behaviors have to be produced and maintained. It can be looked at on both an individual and group level at a group level is directly affected by the

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individual members. Which of the following concepts describes the bonds that bring people together in a society?

A. Social Stability
C. Social Inequality
B. Social Cohesive
D. Social Cohesion

5. Robert Merton believes that 5 situations are facing an actor in Structural Functionalism. Which of the following is statement is/are true?
   A. Conformity occurs when an individual has the means and desire to achieve the cultural goals socialized into them.
   B. Innovation occurs when an individual strives to attain the accepted cultural goals but chooses to do so in a novel or unaccepted method.
   C. Ritualism occurs when an individual continues to do things as prescribed by society but forfeits the achievement of the goals.
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6. According to Symbolic Interactionists, human beings differ from animals_____.
   A. Because humans show greater affection than animals
   B. Because human being can take the role of the other
   C. Because humans are only proactive and not reactive like animals
   D. All of the above

7. Because on Mead's discussion of generalized other, which of the following statements is **TRUE**?
   A. Societal expectations have little impact on who we think we are.
   B. There is no "me" at birth, it is formed through continual symbolic interaction
   C. The "I" is more important than the "me" informing our sense of self
   D. The generalized other is really who we are, we just don't understand what Mead is saying

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   A. Marxism is the only sociological theory that is ideologically biased.
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   C. Marx argued that a violent overthrow of capitalism is the only way to end exploitation
   D. Marx was essentially a humanist, not a bloodthirsty revolutionary

9. What would be Marx's argument that needs to happen to transform a society's culture?
   A. the mass media would need to be changed
   B. Marx was essentially a humanist, not a bloodthirsty revolutionary
   C. the economic foundation would have to be changed
   D. new technologies would need to be introduced

10. Which of the following is true about symbolic interactionism?

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A. It is a type of lens for looking at the world
B. It is focused on language and symbols in day to day life
C. It includes the belief that reality is socially constructed
D. All of the answers are correct

LET'S CHECK THE RESULT

RATING	LEVEL
10-8	**EXCELLENT!** Congratulations! You can proceed to the next page and continue to learn the lesson.
7-5	**BETTER!** You can go back to those lessons that you've missed and continue.
4-3	**VERY GOOD!** You can improve your knowledge and continue to learn the next lesson.
2-0	**NEEDS IMPROVEMENT!** This module will help you to learn better with the new lesson. You can do it. Let's open the next page.

Additional Activities

ACTIVITY: SOCIAL FUNCTION or DYSFUNCTION, MANIFEST or LATENT FUNCTION

DIRECTIONS: Your task is to list down social functions, dysfunctions, manifest and latent functions that you observe in your community by using the T-chart. Write your answers on a separate sheet of paper.

Social Function	Dysfunction
Manifest	**Latent**

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ACTIVITY: I SAY!

DIRECTIONS: Your task is to write an essay about the strengths and weaknesses of Structural – Functionalism, Marxism, and Symbolic Interactionism. Write your answers on a separate sheet of paper.

RUBRICS FOR ESSAY WRITING

	FOCUS The single controlling point made with an awareness of the task about the topic.	**CONTENT** The presence of ideas developed through facts, anecdotes, details, opinion, statistics, reasons and/or explanations	**ORGANIZATION** The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	**STYLE** The choice use and arrangement of words and sentence structure that create tone and voice	**CONVENTIONS** Grammar, mechanics, spelling, usage and sentence formation
4	Sharp, a distinct controlling point made about a single topic with evident awareness of task	Substantial, specific, and/or illustrative content demonstrate strong development and sophisticated ideas	A sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create writers voice and tone appropriate to the audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task	Sufficiently developed content with adequate elaboration or explanation	The functional arrangement of content with sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writers voice and tone appropriate to the audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts transitions	Limited word choice and control sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of the content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

SOURCE: *https://image.slidesharecdn.com/rubricsko-131215081453-phpapp01/95/rubrics-in-essay-1-638.jpg?cb=1436976225*

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Answer Key

PRE-TEST		POST-TEST	
1. A	6. A	1. D	6. B
2. B	7. C	2. B	7. A
3. C	8. D	3. C	8. A
4. D	9. D	4. A	9. B
5. C	10. D	**5.** D	10. D

Practice Task 1. I WRITE IT – Answer may vary.
Practice Task 2. I SHARE IT – Answer may vary.
Practice Task 3. REFLECTIVE WRITING – Answer may vary.
Additional Activities

1. **SOCIAL FUNCTION or DYSFUNCTION, MANIFEST or LATENT FUNCTION –** Answer may vary.
2. **I SAY –** Answer may vary.

Sources

I. DICTIONARY

CLASS. https://dictionary.cambridge.org/dictionary/english/class
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II. ARTICLES:

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https://courses.lumenlearning.com/alamo-sociology/chapter/functionalism/
https://en.wikipedia.org/wiki/Marxism
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blob:https://www.youtube-nocookie.com/cb2b9593-d05b-4392-a81d-a07adb52c5a1

III. PICTURES at the ARTICLE:

General Diagram
https://upload.wikimedia.org/wikipedia/commons/thumb/5/5d/General_Diagram_of_Structural-Functionalism.png/800px-General_Diagram_of_Structural-Functionalism.png

Karl Marx
https://upload.wikimedia.org/wikipedia/commons/thumb/d/d4/Karl_Marx_001.jpg/220px-Karl_Marx_001.jpg

Robert Merton
https://upload.wikimedia.org/wikipedia/en/0/08/Robert_K_Merton.jpg

Friedrich Engels
https://upload.wikimedia.org/wikipedia/commons/thumb/2/21/Friedrich_Engels_portrait_%28cropped%29.jpg/220px-Friedrich_Engels_portrait_%28cropped%29.jpg

Interaction
https://upload.wikimedia.org/wikipedia/commons/thumb/3/3f/Two_people_talking.tiff/lossless-page1-220px-Two_people_talking.tiff.png

George Herbert Mead
https://upload.wikimedia.org/wikipedia/commons/0/01/George_Herbert_Mead

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IV. RUBRICS:

Reflective Writing - https://image.slidesharecdn.com/reflectivewritingrubric-100527234034-phpapp01/95/reflective-writing-rubric-1-728.jpg?cb=1275003647
Essay Writing - *https://image.slidesharecdn.com/rubricsko-131215081453-phpapp01/95/rubrics-in-essay-1-638.jpg?cb=1436976225*